

# Words In The News

## Teacher's pack

Lesson plan and student worksheets  
with answers

British army recruitment

11 April 2007

**BBC WORLD SERVICE**  
LEARNING ENGLISH



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# BBC Learning English – Words in the News

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**Level:** Intermediate and above

**Topic:** A new recruitment campaign for the British army

**Language:** Vocabulary of a news report

**Aims:**

Reading skills	– Understanding a short news report
Language skills	– Practise using suffixes
Writing skills	– A ‘re-branding’ plan

**Materials:**

Worksheet 1	– Comprehension questions
Worksheet 2	– Vocabulary matching task
Worksheet 3	– Grammar – suffixes
News story	– Available online at:

[http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/04/070411\\_army.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/04/070411_army.shtml)

**Preparation:** Before the lesson, make enough copies of worksheet 2 so that there is one worksheet for every 4 – 5 students. Cut up the vocabulary and explanations, to make a matching exercise. Students also need one copy each of worksheets 1 and 3.

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#### LESSON STAGES

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##### **A Stimulate student interest in text**

Generate interest about today's topic by asking the students to decide which service they would join, if they had to. And which they definitely wouldn't. Put these services on the board.

**The army    The navy    The air force    The police force    The fire service**

They can then compare their ideas in small groups, explaining their choices. Then, they should discuss the importance and role of these services in their countries. Has the role or status changed over the years? Finally, they should focus on what type of people usually join these organisations and if there is a difference for women with regard to the different organisations.

##### **B Pre-teach essential vocabulary**

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan. Have students working together in small groups and ask them to try to match the vocabulary with the definitions.

Encourage them to work with the other groups to pool their knowledge. When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they are not sure of. If they don't have dictionaries, check their answers and give them help.

Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

##### **competitive jobs market**

there are many good companies looking for good employees

##### **bad publicity**

news or information that gives a negative view of an organisation

##### **sophisticated**

skilful or clever

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**corporate**

like a large company

**re-branded**

given a new identity for publicity reasons

**territorial army**

in the UK, people who choose to be part-time members of the army as a hobby; a local reserve force for use in an emergency

**ethnic minorities**

people of a different race to the main group in a country

**be enticed by**

be persuaded by something

**trades**

professions, or types of job, that often require good manual skills, such as mechanics and builders

**a sign of desperation**

something which shows you are in a bad situation and will do anything to solve it

**C Written record of vocabulary**

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy the board work into their notebooks.

Boardwork:

**competitive jobs market**

**bad publicity**

**sophisticated**

**corporate**

**re-branded**

**territorial army**

**ethnic minorities**

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**be enticed by**

**trades**

**a sign of desperation**

#### **D Set global questions**

Tell the students they are going to read a text which is about the British army.

Put these questions on the board:

1. Is the story about getting new soldiers or keeping old ones?
2. In what way are the army's methods changing – are they becoming more business-like or more physically demanding?

Students read text the first time.

Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the 2 questions. They do not need to understand the details for each topic.

#### **E Check answers**

Elicit students' answers to questions 1 and 2.

The answers are:

- 1 – It is about getting new soldiers – recruitment.
- 2 – They are becoming more business-like – more corporate.

#### **F Set comprehension questions**

Hand out Worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text a second time in more detail and to answer the questions.

#### **G Check answers**

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit the correct answer (see worksheet 1 and answer key).

#### **H Vocabulary consolidation/building**

Students do the vocabulary matching exercise (worksheet 2 that you cut up before the lesson): in small groups they match each word with the right definition.

#### **I Check answers**

Elicit answers. If an answer is wrong, ask other students to try to elicit the correct answer.

#### **J Grammar focus: suffixes**

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Write this table on the board and ask the students to complete it in pairs.

Verb	Adjective	Noun (general/activity)	Noun (person)
to recruit someone	-----		
to compete			
to motivate someone			

Students check their ideas by looking at the news story again.

The answers are:

Verb	Adjective	Noun (general/activity)	Noun (person)
to recruit someone	-----	recruitment	recruit
to compete	competitive	competition	competitor
to motivate someone	motivational	motivation	motivator

Show the students how we can use different suffixes to change the grammar of a word.

Ask the students what type of word the following suffixes usually indicate (answers are in brackets after each suffix).

<b>-er</b> (noun, person)	<b>-al</b> (adjective)	<b>-ive</b> (adjective)	<b>-ic</b> (adjective)
<b>-ion</b> (noun)	<b>-ment</b> (noun)	<b>-ship</b> (noun)	<b>-ful</b> (adjective)
<b>-ly</b> (adverb)	<b>-ant/-ent</b> (adjective)	<b>-ance/-ence</b> (noun)	<b>-ity</b> (noun)

Ask the students to look at the text and find clear examples of some of these suffixes in use. Here is a selection of examples from the text:

Nouns: minorities (minority) / personality / publicity / officer / desperation / customer

Adjectives: ethnic / frequent / corporate / different

Hand out Worksheet 3 which focuses on suffixes. Tell students to complete the sentences using the correct form of the word in bold at the end of each sentence

#### K Check answers

If an answer is wrong, ask other students to try to elicit the correct answer (see worksheet 3 and answer key).

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#### **L Follow-up activity: Writing**

Tell students they are going to write a short proposal for a re-branding and publicity campaign. In pairs, they should brainstorm ideas for companies, organisations or charities that would benefit from a fresh publicity campaign and a re-branding.

Possible ideas are...

Global corporations such as Coca-Cola, McDonalds, Nike, Gap....

National organisations such as the army, police force, health service...

International organisations such as The United Nations, NATO, the World Bank

Countries such as the USA, the UK, China, Somalia...

Companies that have bad environmental image e.g. airlines, power companies, car manufacturers

Companies which could have a good environmental image, e.g. ferry and shipping companies, train companies

In their pairs, the students should choose one of the organisations etc. and think about it in terms of the stereotypical image people have of it – particularly in terms of a negative image or poor publicity.

The students then plan how they can re-brand and re-market their chosen organisation.

They then write their ideas up as a short proposal. The proposal should cover

- Current image problems
- Proposed image changes and reasons for those changes
- Any changes that the organisation needs to make to its products/services
- Any visual elements of the new branding, e.g. a new logo, an advertising slogan, a poster

After writing, pass the proposal around the class, and ask students to discuss each one in pairs and to choose the best/funniest/most unusual ideas.

#### **M Feedback**

Give praise for content and show your interest in the different ideas.

Give praise for correct language, and give feedback on incorrect language. You could write some example phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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#### STUDENT WORKSHEET 1

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#### COMPREHENSION QUESTIONS

Are the following sentences true or false?

1.	The army's salaries have a poor reputation.	T/F
2.	The new campaign will only be looking for full time soldiers.	T/F
3.	The army wants people from a wide variety of backgrounds.	T/F
4.	People who want to join the army can do a personality assessment on the Internet.	T/F
5.	The army wants to emphasise that there are many different kinds of jobs available.	T/F
6.	The army is worried about the low level of recent recruitment.	T/F



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### STUDENT WORKSHEET 2

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#### VOCABULARY

Match these words and phrases to their definitions.

- |                                     |   |
|-------------------------------------|---|
| 1. <b>a competitive jobs market</b> | A. something which shows you are in a bad situation and will do anything to solve it                  |
| 2. <b>bad publicity</b>             | B. be persuaded by something  |
| 3. <b>sophisticated</b>             | C. people of a different race to the main group in a country  |
| 4. <b>corporate</b>                 | D. given a new identity for publicity reasons   |
| 5. <b>re-branded</b>                | E. news or information that gives a negative view of an organisation                                  |
| 6. <b>territorial army</b>          | F. there are many good companies looking for good employees   |
| 7. <b>ethnic minorities</b>         | G. professions, or types of job, that often require good manual skills such as mechanics and builders |
| 8. <b>be enticed by</b>             | H. like a large company   |
| 9. <b>trades</b>                    | I. skilful or clever  |

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10. **a sign of desperation** J. the part-time members of the army

### STUDENT WORKSHEET 3

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#### GRAMMAR FOCUS – Suffixes

Complete the sentences by using a different form of the word in bold at the end of each sentence

Example:

There has been a fall in the \_\_\_\_\_ of women to the police force. **RECRUIT**  
*There has been a fall in the recruitment of women to the police force.*

- |   |                    |
|---|--------------------|
| 1. I entered a _____ to win an electric car. I hope I win.  | <b>COMPETE</b>     |
| 2. There are many _____ between my country and England.     | <b>DIFFER</b>      |
| 3 He's not very _____. I never know how he's feeling.       | <b>COMMUNICATE</b> |
| 4 She's very _____. She could be a model.                   | <b>ATTRACT</b>     |
| 5 China is becoming a more _____ country.                   | <b>POWER</b>       |
| 6 The newspaper was very _____ of the play.                 | <b>CRITICISE</b>   |
| 7 India gained its _____ from Britain in 1947.              | <b>INDEPENDENT</b> |
| 8 If they _____ miss class you must tell the head teacher.  | <b>REGULAR</b>     |
| 9 Rich countries should help the _____ of poorer countries. | <b>DEVELOP</b>     |
| 10 I'm _____ because of the global warming problem.         | <b>PESSIMISM</b>   |
| 11 Which is more important, _____ or love?                  | <b>FRIEND</b>      |
| 12 He's very _____. He keeps asking me to dinner.           | <b>INSIST</b>      |

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#### STUDENT WORKSHEET 1

1. True – Paragraph 1 of the written text says, 'Faced with ... frequent bad publicity over pay and conditions.'
2. False – Paragraph 1 says the campaign will 'combine recruiting to both the regular and territorial army.'
3. True – Paragraph 2 says, 'Efforts will also be made to attract more women and ethnic minorities.'
4. True – Paragraph 2 says, 'Potential recruits will be encouraged to use an online tool to test their motivational profile.'
5. True – Paragraph 3 says recruits will be enticed 'by statistics claiming more than one thousand different jobs in the army across one hundred and forty different trades.'
6. False – Paragraph 3 says, 'The army insists the drive is not a sign of desperation and that recruitment has been encouraging.'

#### STUDENT WORKSHEET 2

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. F | 2. E | 3. I | 4. H | 5. D  |
| 6. J | 7. C | 8. B | 9. G | 10. A |

#### STUDENT WORKSHEET 3

- |                 |                |
|-----------------|----------------|
| 1. competition  | 7 independence |
| 2. differences  | 8 regularly    |
| 3 communicative | 9 development  |
| 4 attractive    | 10 pessimistic |
| 5 powerful      | 11 friendship  |
| 6 critical      | 12 insistent   |